





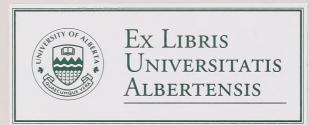
Information Bulletin

• Grade 6 Social Studies •

2000 - 2001 School Year

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Grade 6 Social Studies Assessment

General Description

The Grade 6 Social Studies Achievement Test consists of 50 multiple-choice questions. The test is developed to be completed in 60 minutes; however, students may take an additional 30 minutes to complete the test.

Students record their answers on a separate answer sheet.

Topics

The test is based on three social studies topics.

Topic A

Local Government

Topic B

Greece: An Ancient Civilization

Topic C

China: A Pacific Rim Nation

The knowledge and skills components are integrated in the test. In the knowledge category, students will be tested on their ability to understand content, related facts, concepts, and generalizations. The skills that students are expected to use when answering questions include: locating, organizing, interpreting information; geography/mapping; and analyzing, synthesizing, and evaluating. Neither participation skills nor attitude objectives are directly evaluated on this test. However, they contribute to students' ability to do the test.

Blueprint

The blueprint below shows the reporting categories and topics under which questions are classified. The number of questions in each reporting category is approximate.

Reporting Category		Topic A Local Government	Topic B Greece: An Ancient Civilization	Topic C China: A Pacific Rim Nation	Number and Proportion of Questions
Knowledge	Understands Generalizations, Concepts, Related Facts, and Content	7	7	6	20 (40%)
	Locating, Organizing, Interpreting Information				
Skills	Geography/Mapping	10	10	10	30 (60%)
	Analyzing, Synthesizing, Evaluating				
	Number and Proportion of Questions	17 (34%)	17 (34%)	16 (32)%	50 (100%)

Description of Social Studies Assessment Standards

The following statements describe what is expected of Grade 6 students who are meeting the *acceptable standard* or the *standard of excellence*, based on outcomes in the *Program of Studies*. These statements represent the standards against which student achievement is measured. It is important to remember that one test cannot measure all of the outcomes in the *Program of Studies*.

Acceptable Standard

Students who meet the acceptable standard in Grade 6 Social Studies have a basic understanding of the concepts, generalizations, and skills fundamental to the program.

Students who meet the acceptable standard know that all people have similar physical, social, and psychological needs. They understand these concepts and are able to give examples of each. They know how individual and societal needs are met by local government; as well, they have a basic understanding of the rights and responsibilities of citizens.

These students independently understand, organize, analyze, synthesize, and apply social studies related ideas and concepts in simple and familiar situations. They are able to apply their knowledge of basic concepts such as human needs, class structure, rights, responsibilities, local government, lobby groups, communication, technology, and sharing.

Students who meet the acceptable standard are able to distinguish between fact and opinion, to compare maps of different scales and compute distances, and to organize information into charts and graphs. Students who meet the acceptable standard are able to use high-level thinking skills in familiar contexts.

The expectation is that these students are successful with familiar tasks and can compare and contrast the ways in which different societies meet basic needs. Also, they can analyze and synthesize information to make inferences and draw conclusions about how traditions, customs, individuals, and governments influence the ways in which people meet their basic needs.

Standard of Excellence

Students who meet the *standard of excellence* in Grade 6 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to social studies. They are confident learners who demonstrate a clear and accurate understanding of how individual and societal needs are met in different societies. They are able to transfer their knowledge and understanding to unfamiliar situations.

Students who meet the *standard of excellence* are able to deal with complex details and ideas. They are able to organize and interpret a wide variety of information and abstract material to some degree. They are able to apply high-level thinking skills to unfamiliar contexts.

Preparing Students for the Social Studies Test

Suggestions for Preparing Students

The best way to prepare students for writing the achievement tests is to teach the curriculum well and to ensure that children know what is expected. Many of the skills and attitudes that support test writing are, in fact, good skills and strategies for approaching all kinds of learning tasks.

Teachers are encouraged to familiarize their students with the types of questions that will appear on the test by discussing questions from achievement tests that are no longer secured.

Teachers are also encouraged to share the following information with their students to help them prepare for the Grade 6 Social Studies Achievement Test.

Suggestions for Answering Multiple-Choice Questions

- Before you begin, find out how much time you have.
- Ask questions if you are unsure of anything.
- Skim through the whole test before beginning. Find out how many questions there are and plan your time accordingly.
- Answer the easier questions first, then go back to the harder ones.
- Do not spend too much time on any one question. Make a mark (* or ?) beside the question and go back to it if you have time.
- Read each question carefully, underline or highlight key words, and try to think of an answer before looking at the choices.
- Read all the choices and see which one best fits the answer.

- When you are not sure which answer is correct, cross out any choices that are wrong, then pick the choice that is best.
- If you don't know the right answer, guess.
 Answer all questions—there is no penalty for guessing.
- If time permits, recheck your answers.
- Double check to make sure you have answered everything before handing in the test.
- Read the information given using the strategy that works best for you. You should either
 - look at all the information and think carefully about it before you try to answer the questions OR
 - read the questions first and then look at the information, keeping in mind the questions you need to answer
- Make sure you look at all forms of the information given. Information may be given in words, charts, pictures, graphs, maps, or cartoons.
- When information is given for more than one question, go back to the information before answering each question.
- When answering "best answer" questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. These questions will always include a bold-faced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be "best" in that it takes more of the information into account or can be supported most strongly by reference to the information.

For further suggestions, see *Teaching*Students with Learning Disabilities, Alberta
Learning, Special Programs Branch, pages
LD 122 to 124.

ALL of the 2000 achievement tests are secured. The 1998 and the 1999 achievement tests are no longer secured and are posted on the Alberta Learning web site http://ednet.edc.gov.ab.ca.

Learner Assessment Branch Contacts

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